



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 5a4
December 8, 2020

Angélica Infante-Green
Commissioner

December 8, 2020

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner *A. Infante*

RE: **Excel Academy Rhode Island – Proposal for a New Charter**

In accordance to R.I.G.L. §16-77.3-3, proposals for a new charter require the action of the Council of Elementary and Secondary Education. Further, when considering the overall merits of a proposed charter, R.I.G.L. § 16-77.3-3 requires the Council to place substantial weight on the fiscal impact on the city or town, programmatic impact on the sending school district, and the educational impact on the students in the sending district to ensure that the proposal is economically prudent for the city or town, and academically prudent for the proposed sending school district and for all students in the sending district.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the proposed charter, including Excel Academy Rhode Island's (Excel) proposed academic model, public feedback, and the impact that the proposed charter would have on local communities. RIDE has concluded that the proposal submitted by Excel is both academically and economically prudent, and will result in high-quality academic opportunities for Rhode Island's students.

The quality of the proposed school program and the potential of the program to guide strong student outcomes determines the recommendation for preliminary approval. Final approval is contingent on completion of all required pre-opening items, which include operational aspects of opening a school, as well as addressing outstanding key concerns from the initial charter review. It is important to note that preliminary approval does not guarantee final approval. While not guaranteed, RIDE anticipates presenting the charter for final approval in the spring of 2021 to open in the fall of 2022.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to grant preliminary approval to Excel Academy Rhode Island's proposal for a new charter to open in school year 2022-23; with final approval contingent on the completion of all pre-opening requirements and conditions established by the Rhode Island Department of Education.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview and a detailed overview of Excel's proposal
- Summary of the quality evaluation for the proposal
- Excel's Response to the Commissioner's recommendation
- RIDE's local impact analysis (educational, programmatic, and fiscal) for Providence, Central Falls, and North Providence
- Any local impact analyses submitted by the public pertaining to the proposal at hand



Excel Public Charter School

Commissioner's Recommendation & Proposal Overview

Commissioner's Recommendation: Preliminary Approval

Summary of Proposal

Proposed Charter Overview			
Charter Type:	Mayoral	Year Opening:	2022-23
Location of School:	TBD	Grade Level (At-Scale):	K-12
Enrolling Communities:	Providence, Central Falls, North Providence	Enrollment (At-Scale):	2,186

School Mission & Model	
School Mission:	"The mission of Excel is to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities."
School Model:	Excel proposes to open a K-12 school in 2022-23 through a partnership with Excel Academy Charter Schools, an experienced charter school operator based in Massachusetts. The school will focus on closing the opportunity gap for low-income students of color through four key drivers: rigor, systems, support, and joy.

Proposed Enrollment			
Charter Year	School Year	Cohorts	Total Student Enrollment
Year 1	2022-23	K, 1, 5	166
Year 2	2023-24	K, 1, 2, 5, 6	444
Year 3	2024-25	K, 1, 2, 3, 5, 6, 7	892
Year 4	2025-26	K-8	1228
Year 5	2026-27	K-9	1510
Year 9 (At-Scale)	2030-31	K-12	2186

Overview of Public Comment	
Public Comment Period	September 29, 2020 to December 1, 2020
Public Hearings	Two public hearings were held virtually via Zoom for Excel: 1) October 28, 2020; 2) November 9, 2020
Summary of Received Public Comments	RIDE received 208 spoken and written comments during the public comment period. Of the 208 received public comments, 184 comments (88%) supported the proposal, 22 comments (11%) opposed the proposal, and 2 comments (1%) neither supported nor opposed.



Excel Public Charter School

Commissioner's Recommendation & Proposal Overview

Commissioner's Recommendation: Preliminary Approval

Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	<p>The Commissioner recommends that the Council on Elementary and Secondary Education move to grant <u>preliminary approval</u> to Excel Academy's proposal. Final approval is contingent on the completion of all pre-opening requirements and conditions established by the Rhode Island Department of Education.</p>
Key Recommendation Drivers:	<ul style="list-style-type: none"> As verified by SchoolWorks, an independent, nationally recognized reviewer, the Excel applicant group has provided a proposal for a rigorous, inclusive model that has strong potential to meet the needs of students in the Providence area. The applicant group (which includes the Mayors of the three sending districts) provides compelling evidence demonstrating a specific need for the school, as well as a strong rationale for their ability to operate the school. Excel will partner with Excel Academy Charter Schools, an experienced operator which has experience serving similar student populations and has successfully increased student achievement rates and outcomes at their existing schools in Massachusetts. The applicant group presents a strategic growth plan based on the belief that steady growth is critical for establishing a strong student community and culture of achievement. As mentioned above, the school will open in 2022-23 with grades K, 1, and 5, and continue adding grades until it reaches full scale – K-12 – in 2030-31. The application was rated “yes” on 63.4% of the application standards, and “mostly” for 36.4% of the application standards evaluated by SchoolWorks in the quality evaluation. Family Demand: For the 2020-21 school year, there were more than 13,000 applications received from students in grades K – 12 residing in Central Falls, North Providence, and Providence. Only 1,234 seats were offered to these applicants. <ul style="list-style-type: none"> Out of all the students in the enrolling communities in grades K-12 who applied to a charter school in 2020, between 8% and 17% were offered a charter school seat. At-scale, Excel's enrollment represents 4.8% of Central Falls' student enrollment, 5.4% of North Providence's student enrollment, and 5.9% of Providence's student enrollment in 2020-21. According to March 2020 charter lottery data, 57% of over 10,000 unique applications for charter school seats were applications from Central Falls, North Providence, and Providence families. The Commissioner recommends that the Council on Elementary and Secondary Education grant preliminary approval to the Excel proposal. <ul style="list-style-type: none"> Prior to final approval, the Excel applicant team must complete required conditions and all pre-opening deliverables. RIDE anticipates the Excel applicant team to complete all required conditions to open in 2022-23. Preliminary approval enables the applicant team to begin implementation of the proposal while allowing RIDE to both support and hold the applicant team accountable for final approval. Below is a summary of the regulatory and operational requirements for applicant teams to gain final approval.



Excel Public Charter School Commissioner's Recommendation & Proposal Overview Commissioner's Recommendation: Preliminary Approval

Required Actions for Final Approval

Adherence to charter regulatory requirements is mandated per statute for final approval. In addition to regulatory requirements, the following proposed conditions are intended to address essential concerns identified by the application review committee. The applicant team must meet all regulatory requirements and Council approved conditions prior to final approval.

Summary of Recommendations for Conditions	Summary of RIDE's Concerns with Evaluation	RIDE Required Condition for Approval
Condition A:	The applicant group does not have a facility identified or secured.	In accordance with charter school regulations 200-RICR-20-05-2, section 2.2.4(B)7, the school must have an appropriate building (permanent or temporary) for operating the school. RIDE requires that the school have a facility secured by April 15, 2022.

Charter Regulatory Requirements for Final Charter Approval

The charter school regulations 200-RICR-20-05-2, section 2.2.4(B), specify tasks that must be satisfactorily completed for a proposed charter to obtain final approval.

2.2.4(B)1.	File and obtain approval of articles of incorporation by the Rhode Island Office of the Secretary of State
2.2.4(B)2.	Review and approval of the business plan, financial management procedures, and other relevant financial information by the Rhode Island Office of the Auditor General.
2.2.4(B)3.	Establish governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations.
2.2.4(B)4.	Hire a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.
2.2.4(B)5.	Updated staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school's program design.
2.2.4(B)6.	Provide evidence that 50% of its first-year enrollment is willing to enroll if the school opens the following school year.
2.2.4(B)7.	The school must have identified an appropriate building (permanent or temporary) for operating the school.
2.2.4(B)8.	Develop a final charter.

Request for Proposals for New Student Seats: **Evaluator's Guide**

Office of Charter Schools

Rhode Island Department of Education

2020 Review of New Seat Proposals: New Schools

Comment Summary Sheet

Name of Charter Proposal: Excel Academy Charter School Rhode Island

Evaluator Name: Megan Tupa

Date Completed: November 20, 2020

Summary of Comments			
Does this section meet the overall standard of quality?	NO	MOSTLY	YES
1. Cover Sheet			
2. Executive Summary			
3. Mission Statement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Proposed New Students and Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Community Need and Support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Educational Program			
a. Guiding Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Curriculum and Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Learning Environment and Pedagogy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Specific Populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Assessment System	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. Promotion/Graduation Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g. School Culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Organizational Capacity			
a. Establishing Persons or Entities and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Applicant Groups			
c. Board Development and Duties	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Staffing Plans,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Leadership, and			
f. Teachers			
g. Management Organizations/Essential Partners and	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h. Family-School Partnership			
9. Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Finance and Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Schedule and Calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. Start-up Timeline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. Variances	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Charter School Program Intent to Apply	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Appendix A: Required Attachments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Submission	NO	MOSTLY	YES
<ul style="list-style-type: none"> Does the proposal adhere to all formatting and submission criteria, including: <ul style="list-style-type: none"> One-inch margins? 12-point font? A table of contents that references all sections of the narrative and all attachments? Page numbers on each page, including on attachments? 70 pages double-spaced, excluding attachments? 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A. Is the request free of typographical and grammatical errors?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Are citations used for all references and/or excerpts? (Footnotes requested as a citation style)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Upon evaluating the quality of the submitted proposal, interview, and the performance tasks, SchoolWorks recommends that the Rhode Island Department of Education consider recommending for approval the proposal submitted by Excel Academy Charter School Rhode Island.

SchoolWorks acknowledges that the Commissioner's final recommendation to the Council on Elementary and Secondary Education will consist of a review of SchoolWorks' ratings, feedback, and recommendation regarding the quality of the proposal, a review of public comment, and a review of a local impact analysis.

Essential Strengths of the proposal:

- The school - Excel Academy Rhode Island - has a clear, meaningful, and manageable mission – to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities. The applicant's proposal includes academic, mission, and organizational performance objectives and clearly-associated goals and metrics that can be used to measure and monitor school-and-student-success on an ongoing basis.
- The applicant seeks to serve students from Providence, Central Falls, and North Providence. These communities are predominately low-income in which minority subgroups, multilanguage learners, and/or students with disabilities perform substantially lower academically than their peers and/or in which there is substantial need for high-quality school options. The proposal includes a specific need for the school, citing policy reports on the challenges faced by the Rhode Island schools and a strong rationale for the applicant's ability to operate the school, citing its experience serving similar student populations at its schools in Massachusetts, where they have successfully increased student achievement rates and outcomes and collaborated with State and local leaders.
- The applicant group includes the Mayors of the three sending districts – the Chief Executive Officer (CEO) of Excel Academy Charter Schools in Massachusetts and a member of Excel Academy Charter Schools' Support team, who is a Providence resident. Members of the Excel Academy Charter Schools will provide leadership management and support to establish and develop Excel Academy Rhode Island and that the elected officials (i.e., Mayors) will serve, or appoint a designee to serve, in a governing and/or advising role to the school. Given the successes Excel Academy Charter Schools has shown in Massachusetts opening and running charter schools with students of similar demographics and the foundations each of the cities elected officials have in their respective communities, the applicant group has both demonstrable experience and the platform to develop relationships to successfully to start and operate a charter school in Rhode Island.
- The applicant presents a strategic growth plan that has been informed by Excel's expansion in Massachusetts and the belief that steady growth is critical for establishing a strong student community and culture of achievement. The school intends to open with three grade levels (kindergarten, first grade, and 5th grade) in

SY22-23 and add an additional grade each year of the charter term until reaching a full scale and a fully integrated K-12 program in SY30-31.

- The application includes a clearly-articulated management agreement term sheet that would be implemented between the proposed school and Excel Academy Charter Schools. The agreement clearly lays out the responsibilities of Excel as it applies to instructional services, business operations, and financial services, as well as the responsibilities of the school.
- The management agreement documents financial management services that will be provided by Excel and at what cost. The financial plan includes assumed funds such as local, State, and federal revenues, as well as a centralized service fee that is intended to serve as a reserve. Based on the plan presented, the school would not be in jeopardy of becoming insolvent or suffer from liquidity issues. The financial plan currently shows the school ending Year 2 through Year 4 with roughly six-figure net incomes – surpluses that would allow the school to build a healthy reserve and remain solvent year-to-year. In the interview, the applicant described its vision for bringing the same long-term fiscal management to Rhode Island that it has experienced in Massachusetts, where they reported running financially sustainable schools, and successful philanthropic efforts to further support its schools.

Essential Concerns with the proposal:

- Excel Academy Charter Schools has established experience successfully operating middle and high schools in Massachusetts. In both the application and during the interview, the applicant group provided a vision for its education program in Rhode Island, as well as broad and general descriptions of its academic program. While the applicant offered demonstrable examples of the effectiveness its curriculum, instructional approach, and assessment system in its Massachusetts-based schools, it is difficult to have full confidence in how effectively these practices will be translated to its Rhode Island school, in particular with what is anticipated to be a new teaching staff and with the addition of elementary grade levels, which are new to Excel Academy Charter Schools portfolio. For example:
 - While the application describes a range of strategies to support a strong culture and climate (such as clear expectations, structure, and consistency), it does not explicitly address attendance, parent and family engagement, retention, and non-break grades.
 - Teachers will utilize a toolkit of instructional practices across grade levels that are student-driven and place explicit emphasis on classroom participation, dialogue, collaboration and expect students to do the “heavy lifting,” and teachers have the content knowledge to push and support students in accessing the information. Teachers will use varied approaches to instructional delivery such as partner and small group work and whole class instruction with multiple checks for understanding. However, they did not describe clearly why instructional techniques were chosen or specifically how teachers will be trained to use and select from their toolkit, skills that can be difficult for inexperienced teachers. While the applicant describes a robust internal assessment system that provides individual student data, cohort, and grade level performance information (in English, social studies, science, and mathematics) to make curricular adjustments and identify students needing additional support, the applicant does not describe the assessments any further, does not differentiate how they are used by content area or grade level, and does not explicitly cite the specific mechanisms the school will use for tracking progress. While the applicant clarified use of its internal assessment system in the interview and also reported using Gateway assessments and universal screeners, the picture of how all of the school’s assessment will be utilized across grade levels and content areas is still incomplete.

By signing this Comment Cover Sheet, I hereby declare that I have reviewed and commented on the
aforementioned request for charter school expansion, and that I have no known conflicts of interest with the
individuals submitting the request.

Paige Gonzalez

11/20/2020

Signature

Date



Rhode Island Council on Elementary and Secondary Education
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

To: Barbara Cottam, Chair of the Rhode Island Board of Education; Rhode Island Council on Elementary and Secondary Education

From: Excel Academy Rhode Island (EARI) Applicant Group

Re: Response to Evaluation of EARI 2020 Application

December 4, 2020

Dear Chair Cottam and Honorable Members of the Council,

We are grateful for the recommendations by SchoolWorks and the Commissioner of the Rhode Island Department of Education (RIDE) to consider Excel Academy Rhode Island's proposal for preliminary approval, as well as for the thorough and fair assessment of our application. We also want to thank the RIDE Office of Charter Schools for organizing such a thoughtful RFP review process, all while in the midst of a global pandemic. We appreciate the opportunity to respond to the evaluation of our application and would like to provide the following additional context related to potential concerns that were raised by the SchoolWorks reviewer:

1. **Expansion of the Excel Academy model:** We understand and appreciate our reviewer's critique that the success of the Excel Academy model in Massachusetts does not necessarily translate to a successful model if replicated in Rhode Island. We also believe that our application provides ample evidence that the proposed EARI charter will bring high-quality educational opportunities to the students of Rhode Island, including those student populations who are most at risk of being left behind by the current system. We were initially compelled to submit our proposal by student needs highlighted in the 2019 Hopkins report on the Providence Public School District – and in particular the needs of multilingual learners and students who are differently-abled. These are some of the same student populations we set out to serve in Massachusetts 17 years ago, and with whom we have demonstrated a track record of success in raising student achievement. Our model has proven successful year-over-year in fundamentally changing life trajectories and closing opportunity gaps for these and other student populations. Research also shows that excellent teaching – which transcends state boundaries – is the primary predictor of student achievement. Additionally, we look forward to continuing to gather community input to inform how we will implement our proposal in Rhode Island if approved.

We would like to summarize a few areas of success, which illustrate some of the ways in which the Excel Academy model can benefit the students of Rhode Island.



- a. Excel Academy is defined not by whom we exclude, but by whom we include in our community. Excel Academy is not a “no-excuses” charter school. We have a rigorous and inclusive program that prioritizes helping students to explore who they are and what they want to do in the world, with a particular focus on serving MLLs and differently-abled students. Our approach was recently highlighted by an EdNext article and podcast on “Inclusion in Action”:
www.educationnext.org/inclusion-action-expectations-for-all-excel-academy-boston.
 - b. At four percent (4%), Excel Academy has a lower attrition rate than our sending districts of Boston and Chelsea, as well as other Boston public charter schools.
 - c. For Class of 2020, 93% of our high school graduates are on productive post-secondary pathways, with 83% attending college.
 - d. Overall our schools perform better on the Massachusetts MCAS than 72% of middle-high schools statewide.
 - e. The percentage of our differently abled students who meet or exceed expectations on the MCAS is double the state’s average.
 - f. In comparison to our sending districts, 20% more of our differently abled students meet or exceed expectations on the MCAS in the 8th grade.
 - g. In comparison to our sending districts, 10% more of our students who are multilingual learners meet or exceed expectations on the MCAS in the 8th grade.
 - h. Overall the Student Growth Percentile (SGP) for students who receive Special Education services was 65, putting Excel Academy among the top schools in the state for comparative groups.
 - i. Among peer charter public schools, Excel Academy students show the most growth from 5th to 8th grade on the MCAS.
2. **Community engagement:** We recognize and agree with our reviewer’s assessment that engagement with the community in Rhode Island has been more limited than we would like. The release of the 2020 RFP for new student seats coincided with the start of the COVID-19 pandemic. While this unfortunate timing did impact our ability to initiate the deep level of community engagement we would have liked early in the application process, we have been steadily expanding our outreach and have met with more than 60 community leaders in Rhode Island over the past four months. We are grateful to the Honorable Mayors Elorza, Diossa, and Lombardi for their support of our application and their participation in the evaluation process. We also extend our sincere thanks to the nearly 200 individuals who submitted letters or spoke in support of our application during the public comment period. We look forward to continuing to forge and deepen our connections to the community over the next year and half.

We respectfully request that you move to grant preliminary approval to our proposal. We hope this additional context is helpful in reaching a decision, and we thank you for your time and consideration.



Excel Academy Rhode Island

Local Impact Analysis for New Charter Request

Local Community: Central Falls, North Providence, Providence

Proposal Overview

Proposed Charter Overview			
Charter Type:	Mayoral	Year Opening:	2022-23
Location of School:	TBD within enrolling communities	Grade Levels (At-Scale):	K-12
Enrolling Communities:	Central Falls, North Providence, Providence	Enrollment (At-Scale):	2,186

Summary of Proposal
<ul style="list-style-type: none"> EARI will partner with Excel Academy Charter Schools, a charter school operator based in Massachusetts that was founded to close the opportunity gap for low-income students of color The Excel Academy model has a track record of success in raising student achievement, particularly for differently-abled and multilingual learners The applicant group includes the mayors of the City of Providence, the City of Central Falls, the town of North Providence, the CEO of Excel Academy, and an Excel Academy employee (who is also a Providence resident)

Proposed Enrollment			
Charter Year	School Year	Grades	Total Student Enrollment
Year 1	2022-23	K-1, 5	166
Year 2	2023-24	K-2, 5-6	444
Year 3	2024-25	K-3, 5-7	892
Year 4	2025-26	K-8	1,228
Year 5	2026-27	K-9	1,510
Year 6	2027-28	K-10	1,738
Year 7	2028-29	K-11	1,910
Year 8	2029-30	K-12	2,079
Year 9 (at scale)	2030-31	K-12	2,186

Enrollment Assumptions & Comparisonⁱ

Demographics of Enrolling Communities				
Demographics (%)	Central Falls	North Providence	Providence	State Avg.
Economically Disadvantaged	95.0	46.6	84.5	47.7
Multi-Lingual Learners	48.0	4.7	33.1	10.7



Excel Academy Rhode Island

Local Impact Analysis for New Charter Request

Local Community: Central Falls, North Providence, Providence

Differently-abled students	20.8	17.0	14.7	15.7
Minority students	85.7	43.7	91.8	44.8

How does the charter's projected enrollment fit within the overall portfolio of enrolling districts?			
Enrollment Category	Central Falls	North Providence	Providence
Total # of students enrolled in each district	2,878	3,584	23,836
EARI's at-scale enrollment as a % of each enrolling district's enrollment	7.6%	6.1%	7.3%
Total # of students residing in each enrolling community ⁱⁱ	4,534	4,052	29,650
EARI's at-scale enrollment as a % of total # of students residing in each enrolling community	4.8%	5.4%	5.9%

Educational & Programmatic Impact Analysisⁱⁱⁱ

2019 RICAS Grades 3-8 Performance Comparison

RICAS Results	English Language Arts (% Meets & Exceeds)					Mathematics (% Meets & Exceeds)				
	Proposed Charter	Central Falls	North Prov.	Prov.	State	Proposed Charter	Central Falls	North Prov.	Prov.	State
Grade 3	-	25.5	45.3	26.4	47.9	-	13.9	34.4	17.0	36.1
Grade 4	-	12.0	33.3	15.2	37.2	-	12.9	24.8	14.1	32.6
Grade 5	-	13.0	36.3	19.9	39.1	-	9.1	25.1	12.9	30.1
Grade 6	-	11.6	46.6	18.0	39.1	-	**	26.8	12.2	27.9
Grade 7	-	6.5	42.7	8.6	31.5	-	**	24.2	8.0	27.6
Grade 8	-	5.6	47.4	14.9	36.3	-	**	30.3	7.0	24.5

2019 RICAS Subgroup Performance Comparison

RICAS Results All Tested Grades Demographic Breakdown	English Language Arts (% Meets/Exceeds)				Mathematics (% Meets/Exceeds)			
	All	Econ Disadv.	Multi-Lingual	Differently -abled	All	Econ Disadv.	Multi-Lingual	Differently -abled
Proposed Charter	-	-	-	-	-	-	-	-
State	36.5	22.5	7.9	6.1	29.8	15.7	6.3	5.0
Central Falls	12.6	12.6	*	**	7.9	8.3	*	**



Excel Academy Rhode Island

Local Impact Analysis for New Charter Request

Local Community: Central Falls, North Providence, Providence

North Providence	42.1	34.1	17.5	6.3	27.5	20.0	8.2	**
Providence	17.2	15.2	5.5	11.4	11.9	10.4	**	**

2019 SAT 11th Grade Performance Comparison with Charter, District, and State Results

SAT Results	English Language Arts		Mathematics	
	Average Scale Score	% Students Meets/Exceeds	Average Scale Score	% Students Meets/Exceeds
Proposed Charter	-	-	-	-
Central Falls	390	14.1	386	6.1
N. Providence	481	49.6	472	26.1
Providence	425	25.5	414	14.8
State	483	50.5	474	31.2

SAT Results Demographic Breakdown	English Language Arts (% Meets/Exceeds)				Mathematics (% Meets/Exceeds)			
	All	Econ Disadv.	Multi-Lingual	Differently-abled	All	Econ Disadv.	Multi-Lingual	Differently-abled
Proposed Charter	-	-	-	-	-	-	-	-
Central Falls	14.1	12.6	**	**	6.1	5.8	**	**
N. Providence	49.6	39.1	*	**	26.1	17.4	*	**
Providence	17.2	15.2	5.5	11.4	11.9	10.4	**	**
State	36.5	22.5	7.9	6.1	29.8	15.7	6.3	5.0

Student Demand Analysis for Grade K-12 Charter Seats ^{iv}			
	Central Falls	North Providence	Providence
Number of 2020-21 Charter Applications by community for grades K-12:	1512	330	11,776
Number of 2020-21 Charter Seats Offered by community for grades K-12:	255	31	948
What % of 2020-21 grades K-12 lottery applicants by community were offered a seat?	17%	9%	8%



Excel Academy Rhode Island

Local Impact Analysis for New Charter Request

Local Community: Central Falls, North Providence, Providence

Fiscal Impact Analysis

Educational funding dollars follow each child to the school of their choice. The following analysis projects the total amount of funding that would follow students to the school of their choice, commensurate with the size of the requested expansion.

Enrolling Community Student Funding Projections	Projected Per-Pupil Funding		
	Central Falls	N. Providence	Providence
Local Share – Projected FY21 per-pupil funding for each resident student ^v	\$3,388 per-pupil	\$8,828 per-pupil	\$4,570 per-pupil
State Share – Projected FY21 per-pupil funding for each resident student ^{vi}	\$13,550 per-pupil	\$6,936 per-pupil	\$11,806 per-pupil
Federal Share – Projected FY21 per-pupil funding for each resident student ^{vii}	\$2,762 per-pupil	\$773 per-pupil	\$2,000 per-pupil
Projected FY21 total per-pupil funding for each resident Student (i.e. RIDE projects this amount of total local + state federal per-pupil funding for each Providence student in FY21)	\$19,700 per-pupil	\$16,537 per-pupil	\$18,376 per-pupil
Less: 7% withheld from the local share of per pupil funding per pupil for “fixed or unique” costs ^{viii}	\$237 per-pupil	\$954 & \$902 pp (retirement adjustment)	\$320 per-pupil
Local Share – Projected FY21 per-pupil funding for each resident student, less the 7% withheld for “fixed or unique” costs	\$3,151 per-pupil	\$6,972 per-pupil	\$4,250 per-pupil
Projected FY21 total per-pupil funding for each resident Student (excluding funds withheld for “fixed or unique costs”)	\$19,463 per-pupil	\$14,681 per-pupil	18,056 per-pupil

Total Pupil Funding Projections, Commensurate with Expansion Proposal: Central Falls

Fiscal Year	Proposed Charter Projected Enrollment		Projected Total Local Share Pupil Funding commensurate with new charter proposal	Projected Total Local Share Per Pupil Funding as % of local FY19 Total Expenditures ^{ix}	Projected Total Pupil Funding (Local+State+ Federal) commensurate with new charter proposal	Projected Total Withholding for Fixed or Unique Costs (to district)
	Total	Central Falls				
2022-23 (Year 1)	166	17	\$53,567	0.10%	\$330,871	\$4,029
2026-27 (5 years)	1,510	151	\$475,801	0.90%	\$2,938,913	\$35,787
2030-31 (at scale)	2,186	219	\$690,069	1.30%	\$4,262,397	\$51,903



Excel Academy Rhode Island

Local Impact Analysis for New Charter Request

Local Community: Central Falls, North Providence, Providence

Key implication: RIDE projects on an annual basis by FY2030-31, commensurate with the new school proposal reaching full enrollment at-scale, total funding of \$4,262,397. \$690,069 of this \$4,262,397 will be contributed through local share funding. This \$690,069 represents 1.30% of Central Falls total reported FY19 expenditures

Total Pupil Funding Projections, Commensurate with Expansion Proposal: North Providence

Fiscal Year	Proposed Charter Projected Enrollment		Projected Total Local Share Pupil Funding commensurate with new charter proposal	Projected Total Local Share Per Pupil Funding as % of local FY19 Total Expenditures ^x	Projected Total Pupil Funding (Local+State+ Federal) commensurate with new charter proposal	Projected Total Withholding for Fixed or Unique Costs (to district)
	Total	North Providence				
2022-23 (Year 1)	166	17	\$118,524	0.19%	\$249,577	\$31,552
2026-27 (5 years)	1,510	151	\$1,052,772	1.71%	\$2,216,831	\$280,256
2030-31 (at scale)	2,186	219	\$1,526,868	2.48%	\$3,215,139	\$406,464

Key implication: RIDE projects on an annual basis by FY2030-31, commensurate with the new school proposal reaching full enrollment at-scale, total funding of \$3,215,139. \$1,526,868 of this \$3,215,139 will be contributed through local share funding. This \$1,526,868 represents 2.48% of North Providence's total reported FY19 expenditures.

Total Pupil Funding Projections, Commensurate with Expansion Proposal: Providence

Fiscal Year	Proposed Charter Projected Enrollment		Projected Total Local Share Pupil Funding commensurate with new charter proposal	Projected Total Local Share Per Pupil Funding as % of local FY19 Total Expenditures ^{xi}	Projected Total Pupil Funding (Local+State+ Federal) commensurate with new charter proposal	Projected Total Withholding for Fixed or Unique Costs (to district)
	Total	Providence				
2022-23 (Year 1)	166	133	\$565,250	0.13%	\$2,401,448	\$42,560
2026-27 (5 years)	1,510	1,208	\$5,134,000	1.17%	\$21,811,648	\$386,560
2030-31 (at scale)	2,186	1,749	\$7,433,250	1.70%	\$31,579,944	\$559,680

Key implication: RIDE projects on an annual basis by FY2030-31, commensurate with the new school proposal reaching full enrollment at-scale, total funding of \$31,579,944. \$7,433,250 of this \$31,579,944 will be contributed through local share funding. This \$7,433,250 represents 1.70% of Providence's total reported FY19 expenditures.



Excel Academy Rhode Island Local Impact Analysis for New Charter Request Local Community: Central Falls, North Providence, Providence

ⁱ Enrollment Assumptions and Comparison based off 10/1/19 reported data publicly available through RIDE's FRED database.

ⁱⁱ Inclusive of independent and catholic schools as available through RIDE's FRED database.

ⁱⁱⁱ Academic Outcome data is based off published assessment results for 2019 available through the public Rhode Island Assessment Data Portal. *Data is suppressed to ensure confidentiality because the minimum reporting size requirement (10 students) is not met. **Data is suppressed to ensure confidentiality because greater than 95% of students did not meet expectations.

^{iv} Demand analysis is based on the most recent lottery data available through the RIDE Charter School Applicant Report. Reporting sizes of less than 10 are suppressed for student privacy.

^v Assumes constant local per-pupil funding, net of a constant withholding for fixed or unique costs.

^{vi} Assumes constant state per-pupil funding.

^{vii} Federal funding assumed constant and based off district averages.

^{viii} Withholding for fixed or unique costs is the greater of either: 1) 7% of the per-pupil local share funding; or, 2) the per-pupil value of the districts' fixed or unique costs district's statutorily defined expenditure categories minus the average expenses incurred by all public schools of choice for those same categories of expenses. For those districts whose greater reduction occurs under the calculation of (2), there shall be an additional reduction to payments to mayoral academies with teachers who do not participate in the state teacher's retirement system under chapter 8 of title 36 equal to the per-pupil value of teacher retirement costs attributable to unfunded liability as calculated by the state's actuary for the prior preceding fiscal year. Assumed constant in projections.

^{ix} Total FY19 Central Falls Expenditures: \$53,083,735 (all expenditures based on most recent, audited UCOA data)

^x Total FY19 North Providence Expenditures: \$61,554,948 (all expenditures based on most recent, audited UCOA data)

^{xi} Total FY19 Providence Expenditures: \$438,019,645 (all expenditures based on most recent, audited UCOA data)

Local Impact Analysis on
Excel Academy Rhode Island (EARI) Charter Application

Conducted by Dr. Kenneth Wong
Professor and Director of Urban Education Policy Program
Brown University

November 25, 2020

In reviewing new charter school applications, the Council on Elementary and Secondary Education is guided by Rhode Island General Law §16-77.3-3(f) to *“place substantial weight on the fiscal impact on the city or town; programmatic impact on the sending school district; and the educational impact on the students in the district to ensure that the proposal is economically prudent for the city or town and academically prudent for the proposed sending school district and for all students in the sending district.”* At the request of the Excel Academy Rhode Island charter application team, I provide the following local impact analysis for the Council’s consideration.

Summary of Proposal

Through a partnership with Excel Academy Charter Schools, a charter school operator based in Massachusetts, Excel Academy Rhode Island (EARI) proposes to provide an integrated Kindergarten-12th grade education to 2,186 students in Providence, Central Falls and North Providence. The mission of EARI is to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities.

Excel Academy Rhode Island’s enrollment and expansion plan calls for 2,186 seats over the course of 9 years to fully build out an integrated K-12 charter school. The primary entry point for enrollment will be kindergarten (enrolling 54 new students the first year, 108 students the second year, and 162 students every year thereafter). To enable another entry point for enrollment, EARI will also enroll a cohort of new students at 5th grade as well as backfill any vacated seats through a minimum of 9th grade.

EARI’s enrollment and expansion plans in Rhode Island are informed and guided by the organizational lessons they have learned in Massachusetts, where they expanded from serving 220 students at a single campus to an integrated 5-12 program serving over 1,400 students. They believe that a slower pace of growth, rather than a swift ramp up, is critical for establishing a strong student community and culture of achievement. They also believe that it allows staff to focus on deeply understanding the needs of new students as they enter the program at a steady and manageable pace and enables the development of rich and genuine relationships among staff, students, and families which are critical to creating a positive school-family partnership and achieving Excel Academy’s mission.

EARI’s proposed enrollment plan is highlighted below.

EARI Proposed Enrollment			
EARI Charter Year	School Year	Cohorts	Total Student Enrollment
Year 0 (planning)	2021 - 22	N/A	0
Year 1	2022 - 23	K, 1, 5	166
Year 2	2023 - 24	K- 2, 5-6	444
Year 3	2024 - 25	K-3, 5-7	892
Year 4	2025 - 26	K-8	1,228
Year 5	2026 - 27	K-9	1,510
Year 6	2027 - 28	K-10	1,738
Year 7	2028 - 29	K-11	1,910
Year 8	2029 - 30	K-12	2,079
Year 9 (at scale)	2030 - 31	K-12	2,186

Demographics of Enrolling Community				
Demographics (%)	Providence	Central Falls	North Providence	State Average
Economically Disadvantaged	84.36%	95.0%	46.6%	47.36%
Multi-Lingual Learners	29.37%	48.0%	4.7%	9.54%
Differently-abled students	15.43%	20.8%	17.0%	15.63%
Minority students	91.41%	85.7%	43.7%	43.43%

This analysis uses the current (2019-20) student enrollment figures in the three districts to estimate EARI enrollment as a percentage of the combined enrollment in the three districts in 10 years (2030-31), when EARI is at full scale. At the risk of oversimplification, we assume that enrollment in the three districts remains constant. Any increase in enrollment in the three districts will reduce the representation of EARI enrollment as a percentage of the combined district enrollment during the 10 year period. In other words, this analysis does not adjust for population growth in the three cities and tends to overestimate the EARI enrollment share in the three districts.

As the table below suggests, at scale in 2030-31, EARI enrollment of 2,186 students would represent 7.2% of the combined 2019-20 school enrollment in Providence, Central Falls, and North Providence. If all the K-12 students who attend in any school in the three cities are taken into consideration, EARI enrollment of 2,186 would represent 5.7% of the overall student population in the three cities.

How does the EARI's projected enrollment fit within the overall portfolio of Providence, Central Falls, and North Providence schools?	
Enrollment Category	Student Enrollment¹
Total # of students enrolled in Providence Public School District, Central Falls, and North Providence in 2019-20	30,298
EARI's at-scale enrollment as a % of combined 2019-20 enrollment in PPSP, CF, and NP	7.2%
Total # of students residing in Providence, Central Falls, and North Providence, including all public, independent, parochial schools and homeschooled students in 2019-20	38,236
EARI's at-scale enrollment as a % of total # of students in 2019-20 residing in Providence, Central Falls, and North Providence	5.7%

Further, families in the three cities show a strong interest in finding a school that match the educational interest and needs of their children. Family demand for charter school seats, as measured by the number of applications received per available seat, remains strong in K-12 in the three cities. As the table below shows, charter schools in the three cities received over 13,600 applications in 2020 and were able to offer, on the average, only 1 seat to every 11 applicants. The very low acceptance rate indicates that demand far exceeds the schooling supply for families, suggesting that EARI could provide an alternative option for families seeking charter school enrollment.

Student Demand Analysis for K - 12 Charter Seats²	
# of 2020-21 applications for enrollment in Providence, Central Falls, and North Providence overall	13,618
# of 2019-20 available seats in grades K – 12 in Providence, Central Falls, and North Providence overall	1,234
Ratio of available charter seats to applications in the three cities	1 : 11

Section 1: Fiscal impact on the City or Town

Pursuant to Rhode Island's school funding formula, educational funding dollars follow each K-12 child to the schools of choice. This includes career & technical programs within and between school districts, statewide schools, and public charter schools. The first three tables below

¹ October 1, 2019 Enrollment Data as available from RIDE FRED Database

² 2020-21 Rhode Island Department of Education report on the total number of student applications and offers in charter schools in Providence, Central Falls, and North Providence combined.

provide per pupil funding information for each of the three districts for FY 2021. The next three tables illustrate funding projections for EARI, based on the application's proposed enrollment.

Providence student funding projections	Projected per-pupil funding
Local share ³ - Estimated per-pupil funding, FY21	\$4,250
State share - Estimated per-pupil funding, FY21	\$11,806
Federal share - Estimated per-pupil funding, FY21	\$2,000
Total projected per-pupil funding, FY21	\$18,056

Central Falls student funding projections	Projected per-pupil funding
Local share ⁴ - Estimated per-pupil funding, FY21	\$3,151
State share - Estimated per-pupil funding, FY21	\$13,550
Federal share - Estimated per-pupil funding, FY21	\$2,762
Total projected per-pupil funding, FY21	\$19,463

N. Providence student funding projections	Projected per-pupil funding
Local share ⁵ - Estimated per-pupil funding, FY21	\$6,972
State share - Estimated per-pupil funding, FY21	\$6,936
Federal share - Estimated per-pupil funding, FY21	\$773
Total projected per-pupil funding, FY21	\$14,681

Using funding figures in the preceding three tables, this analysis estimates the amount that EARI will receive from local share and from total funding in each district. Total funding includes revenues from local, state, and federal sources. More specifically, in Providence, EARI is estimated to receive \$526,250 in local share and \$2,401,448 in total funding during its first year of operation (2022-23). By 2030-31 when the school is at scale, EARI is estimated to receive \$7,813,883 in local share and \$33,503,197 in total funding in Providence.

³ This figure takes into account 7% held back by the district for eligible fixed costs.

⁴ This figure takes into account 7% held back by the district for eligible fixed costs.

⁵ This figure takes into account 7% held back by the district for eligible fixed costs.

EARI Projected Funding Share in Providence, Selected Years to At Scale			
Fiscal Year	Proposed EARI Enrollment	Projected Local Share	Projected Total Funding
Y1: FY22-23 ⁶	133	\$ 526,250	\$ 2,401,448
Y3: FY24-25	714	\$ 3,125,535 <i>Assuming 3% increase</i>	\$ 13,278,744 <i>Assuming 3% increase</i>
Y5: FY26-27	1,208	\$ 5,239,700	\$ 22,465,997
Y7: FY28-29	1,528	\$ 6,826,531 <i>Assuming another 3% increase</i>	\$ 29,269,804 <i>Assuming another 3% increase</i>
Y9: FY30-31 (at scale)	1,749	\$ 7,813,832	\$ 33,503,197

In Central Falls, as the table below shows, EARI is estimated to receive \$53,567 in local share and \$330,871 in total funding during its first year of operation (2022-23). By 2030-31 when the school is at scale, EARI is estimated to receive \$732,086 in local share and \$4,521,976 in total funding in Central Falls.

EARI Projected Funding Share in Central Falls, Selected Years to At Scale			
Fiscal Year	Proposed EARI Enrollment	Projected Local Share	Projected Total Funding
Y1: FY22-23 ⁷	17	\$ 53,567	\$ 330,871
Y3: FY24-25	89	\$ 288,852 <i>Assuming 3% increase</i>	\$ 1,784,173 <i>Assuming 3% increase</i>
Y5: FY26-27	151	\$ 490,075	\$ 3,027,080
Y7: FY28-29	191	\$ 638,487 <i>Assuming another 3% increase</i>	\$ 3,943,825 <i>Assuming another 3% increase</i>
Y9: FY30-31 (at scale)	219	\$ 732,086	\$ 4,521,976

In North Providence, as the table below shows, EARI is estimated to receive \$118,524 in local share and \$249,577 in total funding during its first year of operation (2022-23). By 2030-31 when the school is at scale, EARI is estimated to receive \$1,619,853 in local share and \$3,410,925 in total funding in North Providence.

⁶ Calculation based on FY21 figures.

⁷ Calculation based on FY21 figures.

EARI Projected Funding Share in North Providence, Selected Years to At Scale			
Fiscal Year	Proposed EARI Enrollment	Projected Local Share	Projected Total Funding
Y1: FY22-23 ⁸	17	\$ 118,524	\$ 249,577
Y3: FY24-25	89	\$ 639,123 <i>Assuming 3% increase</i>	\$ 1,345,807 <i>Assuming 3% increase</i>
Y5: FY26-27	151	\$ 1,084,355	\$ 2,283,336
Y7: FY28-29	191	\$ 1,412,750 <i>Assuming another 3% increase</i>	\$ 2,974,839 <i>Assuming another 3% increase</i>
Y9: FY30-31 (at scale)	219	\$ 1,619,853	\$ 3,410,925

In estimating the fiscal impact of EARI on local share and total funding in each of the three cities, this analysis assumes an overall 4% increase in student enrollment in the three districts by 2030-31, when EARI is operating at scale. As the table below shows, in Providence, EARI is estimated to constitute 7.1% of the local share and 7.1 % of the total district funding. In Central Falls, EARI is estimated to constitute 7.3% of the local share and 7.6% of the total district funding in 2030-31. Further, in North Providence, EARI is estimated to constitute 6.1% of the local share and 6.1% of the total district funding in 2030-31. Given that EARI will provide schooling services to 2,186 students by 2030-31, the school's estimated impact on the local share and the total district funding in the three cities seems reasonable and prudent.

Projections on total pupil funding at scale (2030-31): Estimated impact on district total funding and local share based on 4% district enrollment increase by 2030-31 (in \$'000s)⁹						
Cities	EARI Local Share Funding	District Local Share Funding	<i>EARI Local Share as % of District Local Share</i>	EARI Total Funding (Local + State + Federal)	District Total Funding (Local + State + Federal)	<i>EARI Total Funding as % of District Total Funding</i>
Providence	7,813.8	110,747.9	7.1%	33,503.2	474,857.3	7.1%
Central Falls	732.1	10,002.6	7.3%	4,521.9	59,425.8	7.6%
North Providence	1,619.8	26,509.3	6.1%	3,410.9	55,821.1	6.1%

⁸ Calculation based on FY21 figures.

⁹ Based on 4% enrollment increase by 2030-31, the district enrollment in Providence will be 24,789, Central Falls will be 2,993, and North Providence will be 3,727.

Finally, the State of Rhode Island assumed control of the Providence Public School District (“PPSD”) on November 1st, 2019, in addition to the state’s decades-long control of the Central Falls School District. As detailed in the October “Order of Control and Reconstitution,” the City of Providence has been relieved of all powers and authorities over “budget, program and personnel” relating to Providence schools.¹⁰ Accordingly, addressing the fiscal impact of new charter school seats on the City of Providence now rests with the Commissioner of Elementary & Secondary Education. Mayoral Letters of support from the three cities are included in the application.

Section 2: Educational & Programmatic Impact Analysis

Academic impact:

The table below shows the percentage of students who demonstrated math and English language arts proficiency in PPCSD, Central Falls, and North Providence as measured by the 2018-2019 Rhode Island Comprehensive Assessment System (RICAS). In English language arts (ELA), only 26.4% and 14.9% of the students in 3rd and 8th grade respectively met or exceeded RICAS expectations in Providence. Figures for Central Falls were 25.5% and 5.6%, while North Providence’s were 45.3% and 47.4%. In mathematics, only 17% and 7% of Providence’s 3rd and 8th graders respectively met or exceeded RICAS expectations. For Central Falls, the math proficiency rate for 3rd grade was only 13%. In North Providence, 34.4% and 30.3% of the 3rd and 8th graders respectively met or exceeded the RICAS expectations in math in 2018-19. In other words, a clear majority of the students in the three districts would need stronger support for academic success.

% Meeting or Exceeding Expectations in 3-8 grades in the three districts, 2018-19 RICAS						
Grade	<i>Providence ELA</i>	<i>Central Falls ELA</i>	<i>N. Providence ELA</i>	<i>Providence Math</i>	<i>Central Falls Math</i>	<i>N. Providence Math</i>
3	26.4	25.5	45.3	17.0	13.0	34.4
4	15.2	12.0	33.3	14.1	12.0	24.8
5	19.9	13.0	36.3	12.9	9.1	25.1
6	18.0	11.6	46.6	12.2	N/A	26.8
7	8.6	6.5	42.7	8.0	N/A	24.2
8	14.9	5.6	47.4	7.0	N/A	30.3

Impact on overcrowding:

EARI has not yet identified a facility for its school. Because charter schools typically pay facility costs out of their per-pupil funding, we do not anticipate that EARI would have any direct impact on existing facility assets in the three districts.

¹⁰ State of Rhode Island and Providence Plantations, Commissioner of Education In re: Providence Public School District: RIDE No. 19-089

Other potential long-term benefits:

Finally, research studies on charter schools have provided evidence on student achievement and other long term benefits. For example, in *The Effect of School Choice on Intrinsic Motivation and Academic Outcomes*, economists Hastings, Neilson, and Zimmerman estimated that admission to high performing charter schools is correlated with improved achievement in English language arts and mathematics. In a November 2016 local impact analysis regarding charter school expansion in Rhode Island, the Rhode Island Innovative Policy Lab used student growth percentiles to predict long-term impacts on outcomes like college going rates and lifetime earnings.¹¹ The Rhode Island Innovative Policy Lab found that a single year of attendance at a high performing charter school may result in both increased earnings and improved college going rates for graduates.

Section 3: Conclusion

This analysis shows that families in Providence, Central Falls, and North Providence may benefit from a new school option. Demand for good quality seats in charter schools far exceeds availability by a ratio of 11 to 1. As suggested by student achievement in RICAS English language arts and math in 2018-19, a high percentage of the students in the three districts were not receiving the support they need to meet grade level expectations in the core subjects.

EARI could offer a welcome addition to the portfolio of public schools in the three cities while causing a relatively modest enrollment and financial impact to the cities. The proposed school would serve 7.2% of the three districts' total public school enrollment. Further, EARI's projected funding would, even at full scale in 2030-31, represent 7.1%, 7.6%, and 6.1% of the total public school funding in Providence, Central Falls, and North Providence respectively. Additionally, the Council may wish to further consider how State intervention in two of the districts will support expansion of high-potential charter school seats.

We encourage the Rhode Island Department of Education to offer its careful and favorable review of the EARI's application for authorization. Please do not hesitate to contact me at kenneth_wong@brown.edu.

Respectfully submitted by:

Kenneth Wong

Kenneth Wong

¹¹ In November of 2016, the Rhode Island Innovative Policy Lab provided a "Memo for Charter Fiscal Impacts" to then RIDE Commissioner Ken Wagner regarding a proposed charter school expansion in Rhode Island.